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Annotations on selected home economics research studies published since 1963 are presented. Program development studies summarize data on such topics as teacher and supervisor involvement in curriculum planning, comparison of instructional methods, curriculum evaluation, preparation for gainful employment, family finance, and attitudes toward the profession. Teacher education studies include the promotion of intercommunication between education, business, and industry, the decision making process, and perceptions and attitudes of high school principles of home economics. Clothing and textile topics include Indian clothing habits, development of creative ability, and sociological factors of fashion diffusion. Studies in consumer and family economics considered furnishing and family use of living rooms, differences in the economic behavior of families, and the home economist's contribution to improvement of the living standards of low-income families. Comparison of child rearing beliefs, values and practices of three cultures, and social interaction of twins, are included in the child development section. The family relations section includes reports on attitudes of mothers of mentally retarded children and home responsibilities of eighth grade girls. Dietary habits of adolescents, and a report of factors affecting vocational food service courses are included in the foods and nutrition section. Reference citations are listed. (FP)

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RESEARCH SUMMARIES

RESEARCH COORDINATING UNIT
Vocational Education Section

Home Economics Education

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Home Economics Education

Research Summary 2

Prepared by

Research Coordinating Unit
for Vocational Education

DIVISION OF INSTRUCTION

P R E F A C E

This bulletin is another in the series of releases surveying recent studies in areas of concern to vocational education by the Research Coordinating Unit, Vocational Education Section, California State Department of Education.

Home economics education, identified with vocational education since the passage of the first national vocational education act in 1917, has provided programs aimed at helping youth and adults develop not only awareness of the responsibilities involved in carrying on home and family life that creates satisfactions for all concerned, but also acquisition of the knowledges and procedures for performing the responsibilities of the universal job of making a home. The Vocational Education Act of 1963 opened a new dimension for the use of the knowledges and skills in the field of home economics by encouraging the development of programs aimed at preparing youth and adults for employment in recognized occupations.

Considerable study and research have been done in the areas of home economics and in home economics education for the past fifty years. There has been time for very little similar study of aspects of the program of gainful employment education related to home economics.

Selection of studies for annotation in this release has been narrowed to those announced in publications since 1963. It also seemed wise to confine the selection to those which were directly helpful in planning and carrying out educational programs in home economics education. Undoubtedly, results of many studies that would make a contribution have been omitted because of factors such as time and staff so limited as to curtail an expansive publication.

It is anticipated that the results of studies contained in this release will help many school administrators and teachers to evaluate their own program activities in all kinds of home economics education.

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Program Development

A study was made to explore the probable relationship of three selected supervisors' services to balanced home economics offerings in four high schools. A positive relationship was hypothesized between one group of subject matter (child development, family relations, management, consumer education) and the three services. Some association was found to exist between the distribution of curriculum materials to teachers, and participation of a high percentage of teachers in curriculum projects focused upon these areas. The hypothesis was rejected that the percentage of class periods devoted to each curriculum group used in the study ("A", "B", "C") is desirable in supervised schools; and in unsupervised schools it is unbalanced. The hypothesis was rejected that there is a relationship between the rating of importance that supervisors place on the contribution of curriculum development activities to provide balance in curriculum and the percentage of time supervisors devote to these activities. The investigator recommends that there should be greater effort on the part of supervisors to involve teachers in curriculum projects as a means of achieving desirable balance among the various areas of home economics subject matter (Thomas, 1965).

A study was made by Coleman (1966) to evaluate the effectiveness of an experimental approach (student-instructor demonstration) in the laboratory instruction in a beginning food preparation course at Michigan State University. Findings indicated no significant differences attributable to the method of instruction, or other factors investigated,

with the exception of some differences attributed to ability-level in the winter-spring 1964 samples. There were also no significant differences attributable to method of instruction or other factors investigated. Under conditions of the study, there were no indications that the individual method of laboratory instruction was superior to the student-instructor demonstration method.

No significant differences between the two have been announced in recent studies. The investigator suggests the possibilities either that no adequate criteria have been developed to signify differentiation of the two methods adequately, or that there may be no significant difference.

A cross-cultural study was made concerning the connotations that home economics has for professional people in the field of home economics in the United States and Japan. The semantic differential format was employed (Matsushima 1966). Specifically, its aims were:

1. Scale Structure -- to assess the similarity of dimensions used by subgroups within and across cultures to characterize the connotative meanings associated with home economics and several related concepts

2. Concept Structure -- to distinguish the relation of each concept to all other concepts for subgroups within and across cultures when they are described according to the emerged dimensions

3. Sample Comparisons -- to compare subgroups within and across cultures in terms of differences in concept meanings. It was concluded that to the extent that the samples are representative of their respective populations, teachers and college majors in home economics in the United States and Japan seem to have the following characteristics:

a. They use a similar frame of reference for home

economics; the scale structure is more similar within each culture than across cultures.

b. They hold varied connotative meanings for home economics and related concepts while sharing a common frame of reference. A similar pattern for concept structure is shown within cultures.

c. American students and teachers hold more similar judgments than do Japanese teachers and students. American and Japanese teachers hold more similar judgments than the students of the two cultures.

A study was conducted by Phillips (1965) to construct and to develop a valid, reliable achievement test with which to measure selected cognitive outcomes of teacher education programs in home economics. The content of the test included information about nine concepts: development, family, management, motivation, relationships, adolescence, curriculum, teacher concern, and professional commitment. Ninety-two percent of the items had a significant positive correlation with the total score; 93 percent with the subtotals of their respective parts; and 99 percent with the subtotals of their respective sections. The weighted certainty scale proved to be a highly reliable scoring technique to be used with tests which require a dichotomy response. The test was evaluated favorably by the home economics teacher educators and the senior home economics education majors at nine universities. There were no differences in the total test performance for the nine universities used in the study. The test was accepted as being an adequate measure

of cognitive outcomes of undergraduate home economics education programs. With respect to current trends in home economics, the test provides a valid reliable measure of concept attainment which has potential for use in research and program evaluation, as well as for evaluation of individual achievement.

A study made by Lacroix (1965) of the Institute de Pedagogie Familiale in Montreal had the following objectives:

1. To evaluate the present curriculum of the Institute
2. To develop recommendations from which decisions would be made to adjust, maintain, or initiate a revised curriculum
3. To develop a program proposal for achieving the twofold objective of the Institute: providing education for family living and preparation for teaching institution

Findings based primarily on alumnae responses indicated the desirability of the addition or extension of subject matter, and the adequacy of the technical and theoretical subjects and of the teaching methods. Among the most serious weaknesses stressed by the alumnae were:

1. Overemphasis of the technical aspect of foods, clothing and home management
2. Inadequate preparation of students in social sciences and mathematics
3. Inadequate preparation of teachers in home and family life in subjects other than food and clothing
4. Few openings after graduation either in the professions

or in higher studies

Phillips (1964) conducted a study to trace and present an account of home economics in Texas from 1903, its formal inception, through 1963. The special focus of attention was upon the vocational programs in the secondary schools, the preparation of teachers for this level, and the beliefs and purposes of the state directors as they guided the development of both areas. Major findings were:

1. Home economics, in the form of hand stitching, was being taught in a regular classroom setting in Texas as early as 1900.
2. Manual training (manipulative processing in the practical arts and industries) for boys and girls was offered in two Texas schools in 1903 and in 13 schools by 1906.
3. The Girls' Industrial College of Texas offered the first college-level home economics program in the state.
4. State legislation in 1911 had provided funds for establishing departments of "Domestic Economy", which by 1917 numbered 108, with an enrollment of 5,000 girls.
5. The acceptance by Texas of the Federal Aid for Vocational Education in 1917 made possible the employment of a director of home economics.
6. Early secondary schools were rather limited in the

scope of subject matter.

7. Texas has been a leader in the development of secondary home economics education in the United States.
8. Cooperation between the teacher education institutions, the state supervisory staff, and the local homemaking teachers has been consistent throughout the years.

A study made of Papago Indian Homemakers had the following purposes:

1. To discover the extent to which homemakers who had recently experienced a program of home economics had used the skill and knowledge gained in high school home economics classes
2. To determine learning opportunities that might be included or that might need further emphasis in the home economics curriculum in order to make this area of study more useful to Papago homemakers (McGinty 1964)

The findings revealed that, on the whole, the home economics curriculum as experienced by the Papago homemakers had not met their needs. Prominent among the responses of the homemakers as to the instruction they would have liked to have received were:

1. Making improvements entailing small expense
2. Storage
3. Purchasing wearing apparel, household appliances, and kitchen utensils

4. Preparing for marriage and parenthood
5. Training for employment
6. Preserving foods without refrigeration

The investigator recommends that teachers of the Papago Indians familiarize themselves with their cultural environmental conditions.

Shirley Weeks (1965) summarized the experiences of the Eastern Division of Home Economics of the University of Massachusetts in carrying out a program in home economics education at South End Housing Development in the city of Boston and the findings of two studies undertaken by the Division among the disadvantaged urban families. The following findings were reported:

1. The families of that area have been the victims of widespread economic and cultural deprivation. They tend to be self-defensive and apathetic.
2. The majority are educable and wish to make improvements.
3. The program content must be in line with the homemakers' own perceptions of their needs.
4. The program must be presented in such a way as to promote participation and application.
5. Simply written flyers distributed directly to the individual homes proved singularly effective as teaching devices.
6. Interagency communication and teamwork is a critical factor in the success of educational programs with this clientele.

Hanson (1964) conducted a study of home economists who had worked abroad between 1955 and 1963 for five major employing organizations. Objectives were:

1. To describe these home economists
2. To seek relationships between the supervisor's rating of their performance in overseas work and their scores on measures of creative thinking, intolerance of ambiguity, ethnocentrism and environmental mobility

The following conclusions were reached:

1. There was no "typical" overseas home economist.
2. They had proportionately more advanced degrees than the profession as a whole.
3. Assignments had been made in all areas of the world, in 49 different countries.
4. Their primary motivation for accepting work abroad was expressed as interest in seeing other lands and knowing other peoples.
5. Major satisfaction with work overseas came through personal and professional growth and experience; major dissatisfactions centered around organizational and political difficulties, limited time, and lack of language facility.
6. There were no significant differences between home economists rated high by their supervisors and those rated low on measures of: a) creative thinking, b) intolerance of ambiguity, c) ethnocentrism, or

d) environmental mobility.

7. Factor analysis supported the conclusion that supervisors' ratings were generally unrelated to the variables studied.

A study by Searls (1966) examined the relationship between a woman's education and her fulfillment or frustration in an adult role by testing areas of inadequacy or frustration experienced by college-trained women in carrying out the responsibilities demanded of them in the functioning of a home. Specific comparisons were usually made between those who had majored in home economics and those with other majors. Findings indicated the following:

1. A significant difference was found in mean scores of home economics majors and other majors only in the areas of family meals and family clothing.
2. An almost consistent pattern of greater homemaking enjoyment was revealed by the home economics majors in their typically higher mean scores on that measure.
3. The only statistically significant relationships between perceived mastery of homemaking tasks and the college major were found in the items of "selecting or sewing suitable garments with adequate knowledge of textiles, designs, and construction," and "maintaining family techniques suitable to fabric and construction."
4. In child care and family relationships, there were several homemaker responsibilities in which approximately half perceived themselves as deficient.

5. A consistently larger percentage of home economics graduates enjoyed the tasks concerned with family meals, family clothing, and marketing and budgeting.
6. The investigator indicates that the results would seem to verify a strong undergraduate preparation by the home economics graduates in the clothing and food areas, courses which would generally be unique to home economics curriculum.
7. In all areas, and for both home economics and other majors, scores of perceived mastery of homemaking made by the younger group were greater than those of the older group.
8. In enjoyment of homemaking, higher totals, as well as a higher subscore for the specific areas of family meals, family clothing, and marketing and budgeting, were evidenced by home economics majors.
9. Homemakers from undergraduate fields, other than home economics, disclosed a tendency for consistently greater feelings of competence in the areas of child care and family relations, although both groups expressed a need for improvement in dealing with problems of emotional and interpersonal relations.
10. Tasks concerned with the service aspects of homemaking, such as dishwashing and laundry, were, not surprisingly, enjoyed by the smallest proportion of homemakers studied.

A study by Fetterman (1966) was made to develop a work-orientation program for occupations related to home economics. The problem was treated under these main divisions:

1. Identification of occupational areas related to home economics located in Connecticut
2. Investigation of existing work orientation programs in occupations related to home economics in the United States, Puerto Rico, and the Virgin Islands
3. Recommendation of regional pilot centers for developing work orientation programs for home economics related occupations in Connecticut

The findings of this study were as follows:

1. One hundred percent of the Connecticut home economics teachers in this study would consider as worthwhile the development of a work orientation program in occupations related to home economics. High School home economics courses were found to be an asset to job attainment.
2. In 1962, two and one-half million salespersons were employed in close to one-hundred kinds of retail businesses in the United States. The number of baby-sitters (child monitors) reported in 1960 was 327,781. More than two-tenths million men and women were employed in the apparel industry in early 1963. Two million people worked in establishments serving food in 1960.
3. Clusters of jobs existing in Connecticut in home

economics related occupations are food service, 1708; private household, 2990; clothing related, 2011; and sales, 1279.

4. Seven of the labor market areas in the state showed a close relationship between the number of job opportunities and socioeconomic index scores. For these seven labor market areas, the higher their socioeconomic index average the more openings existed in home economics related occupations.
5. The large number of persons employed in home economics related occupations and the employment outlook for these positions justifies the development of a work orientation program for home economics related occupations in Connecticut.
6. Home economics teachers need to be more realistic in their instruction and explore the kinds of work that individuals can and will do within the geographical area of employment of their graduates.
7. The development of a work orientation program for home economics related occupations in Connecticut would be principally concerned with the recognition of realities and values regarding our society.
8. The work orientation program should be concerned with the advancement opportunities as well as with the entry jobs into which the majority of the students go.

A study by Witt and Wall (1966) involved five pilot projects in Mississippi which were established to prepare personnel for gainful employment in areas using skills in home economics. The first of the pilot projects to help adults prepare for gainful employment began in Toledo. Two projects for personnel who were either already employed or interested in becoming employed in child care centers were conducted in Columbus.

Another project was designed to prepare personnel for employment in clothing services at Cleveland. A class for experienced individuals was held in Laurel to help adults prepare for employment in homes. The final project was at Brookhaven and gave instruction in food service and preparation. Major conclusions of the study were as follows:

1. Curriculum materials were developed in four of the subject matter areas.
2. The five pilot projects indicated that this type of program must and can be flexible.
3. Qualified instructors for such programs are available.
4. These classes either provided opportunities for the personnel enrolled to learn skills that would help them in finding a position using these particular skills in home economics or gave personnel already employed an opportunity to up-grade their skills in a particular area.
5. Attendance in the classes was good despite interruptions such as bad weather or agitation from outsiders who neither understood the true purpose of the project,

nor the sponsorship of them.

6. The opportunity for local home economics teachers, local administrators, members of the State Department, home economics staff, teacher educators, and student teachers to work together was rewarding.

A study directed toward the development of a manuscript for a textbook on family finances for home economics and family life classes at the 11th and 12th grade levels was conducted by Thal (1966). Its objectives were: 1) to establish the need for such a textbook, and 2) to develop the structure, content, and text for the book.

Findings indicated that a need existed for a textbook centered on family living rather than on economics. To meet this need, a textbook that could draw on concepts inherent in family economics, family relationships, and home management would most effectively form a meaningful structure to which certain concepts drawn from business and finance could be added. A textbook was outlined which consisted of three parts: 1) the social and economic setting in which the families live; 2) management as a means of achieving optimum development of family members; and 3) financial information and processes aimed at serving family needs and achieving family goals. Major emphasis throughout the textbook was on the family and how it lives, rather than on finance, which was interpreted as a servant to family living.

A study was made by Vossbrink (1966) to describe and analyze the feelings about home economics education in the secondary schools of Michigan. A related objective was to determine and analyze the

attitudes toward the program with reference to purposes, organization, content, and status. The findings of the study were arranged by the following categories.

Purposes

There are three purposes of home economics education: a) preparation for home responsibility; b) the use of resources to improve the quality of home life; and c) preparation for useful employment. All were practiced to a considerable or high degree.

Organization

The following three observations were made: a) the goals and activities of home economics education contributed to the objectives of the total school education program; b) the activities of home economics education are interrelated in the community life and programs of the school; and c) the course offerings are planned cooperatively to some extent, and the involvement of students, parents, and teachers is partially realized.

Content

Three aspects of practices in home economic education were discussed: a) the practices reported pointed to a fairly well-balanced choice of course offerings ranging from high selections in "food and clothing" to the lesser chosen courses in "relationships and personal improvement;" b) when the program

is advanced and the upper grades are included, more selective offerings of a specialized nature appear in the program; and c) there was a high regard for "food and clothing" content in the curriculum.

Status

The state of the art in home economics education revealed the following: a) there was consistent agreement that home economics education was desirable for all grades, nine through twelve; b) maximum use was not being made of resource materials in the organization and teaching of home economics in the secondary school program; c) the subject was of particular value to girls and of lesser importance to boys; d) mixed feelings were reported about a curriculum directed to home and family living, and although the majority of responses indicated a positive attitude the percentage representation was not large enough to indicate a strong position and preference; e) evaluation was regarded as an important part of the home economics education program; and f) although the practices of training for wage earning were applied to a small degree, the responses indicated value of the subject in developing competence.

Teacher Education

Johnson (1965) conducted a study that dealt with the promotion of education and business-industry cooperation by encouraging communication

between high school home economics teachers and family finance business-industry personnel. It was hypothesized that intercommunication could promote the providing of more and improved financial security printed educational materials for high school home economics use throughout the United States. Data from 75 percent of the teachers and 91 percent of the business-industry personnel led to the following recommendations:

1. Business-industry should provide more printed materials.
2. Business-industry should have consultants who prepare for teenage readers materials that are concise, up-to-date, notebook size, and free, or nominal in cost.
3. Adopt informational media the teachers usually use to learn of available materials.

A comparative and descriptive study by Halliday (1964) was made to examine the decision-making process. Three hypotheses were tested:

1. Homemakers will make decisions using a more rational procedure in the more highly technical contexts, and a less rational procedure in the more highly affective contexts of family living.
2. Homemakers will tend to show consistency in approaching decisions, i.e., those using a more rational procedure in the technical contexts will tend to use more rational procedures in the affective contexts, while those who use less rational procedure in the technical context will tend to use less rational procedures in the affective contexts of a family life.

3. Homemakers who use a more rational approach to decision will tend to perceive themselves as being able to exercise control over their environment, while those using a less rational approach will tend to perceive themselves as being more subject to chance or fate.

The first hypothesis was rejected; the second was accepted; and the third was accepted on the basis of negative correlation between scores of rationality and the "belief in fate" sub-test of the "Test of Epistemological and Instrumental Beliefs."

A study by Hastings (1964) investigated the perceptions and attitude which the high school principal had regarding the home economics teacher, and how he evaluated the effectiveness of the teacher in light of his perceptions. It was hypothesized that:

1. The closer the relationship between the home economics teacher's perception of her role with that of the high school principal's perception of her role: a) the more effective the teacher will be considered by the principal, and b) the greater will be the job satisfaction experienced by the teacher.
2. The greater the accuracy of the home economics teacher's perception of the high school principal's concept of her role: a) the more effectively the teacher will be judged by the principal, and b) the more job satisfaction the teacher will express.
3. The closer the relationship of the home economics teacher's concept of her role with her perception of the principal's

concept of her role, the greater will be the job satisfaction expressed by the teacher.

Each of the three hypotheses was rejected. Relative to the first hypothesis: principals' and teachers' perceptions of the roles of the teacher were significantly correlated, but the relationship with teaching effectiveness was not systematic. Significant correlations with respect to role perceptions were not significantly related to job satisfaction. Relative to the second hypothesis: accuracy in assuming role perceptions did not relate significantly to teaching effectiveness, and accuracy in assuming role perceptions did not relate significantly to job satisfaction. Relative to the third hypothesis: significantly high relationships between the Home Economics teacher's concept of her role, and her perception of the principal's concept of her role, were not consistently related to the degree of job satisfaction expressed by the teacher.

Hostetler and Lehman (1966) conducted a study of the attitudes held by home economics students preparing to teach and by those teaching in this field at the secondary level. The purpose was to discover the degree of experience teachers reported and what factors seemed to be related to the experience. Teachers responded by answering questionnaires. The five categories in which they had the highest mean experience ratings were, in order: Protestants, teenagers, middle-class families, people of a small town, and farm people. The five lowest experience ratings, beginning with the lowest, were on people of the Jewish faith, old people, divorced persons, problem pupils, and persons of another race.

Factors significantly related to the mean experience ratings were: 1) the type of home economics programs; 2) the type of teaching

responsibilities; 3) the usual place of residence; 4) the years of teaching experience; and 5) the type of school district. The factor least associated with experience ratings was the marital status of the teachers.

Reasons for students becoming school dropouts, and methods to prevent dropouts and methods to prevent dropouts in secondary schools, were studied by Sandison (1966). This study is unique in that it attempts to evaluate its application in both the high school where the survey was made (Port Angeles Senior High School) and in other high schools in the United States. Findings showed that the major reasons girls drop out are: 1) to get married; 2) no interest in school; and 3) pregnancy.

The first reason is questionable because married girls are encouraged to remain in school; however, pregnancy initiates a request for an extended leave. Of those whose responses were in the "lack of interest category," most were low in achievement of reading and comprehension skills. The dropouts were not active in extra curricular activities. They expressed a need for a feeling of belonging and being appreciated. The majority of the dropouts enjoyed the role of homemaker, they had one or more children, and low income seemed to be an ever-present problem. Many of them expressed a desire to complete high school but home responsibilities and lack of money precluded their return to school. They felt a need for preparation for work outside the home.

A study of Breaux (1963) was conducted to determine the relationships between selected personality characteristics and academic achievement and the status of personality assessment in home economics teacher preparation. Data was developed from two samples: a professional sample

of home economics teachers and a student sample from five state universities in Ohio.

Students' scores on a given personality inventory were compared to grade point averages derived through a questionnaire. The same personality scale taken by the teachers provided a comparison of beliefs between students and teachers. The scale served to establish selected personality characteristics (professional model). The investigation revealed the following:

1. The professional sample represented a homogeneous group with regard to their ratings of the personality characteristics, regardless of regional location or type of support given each teacher institution represented.
2. The professional model consisted of ten characteristics.
3. The grade point averages differentiated three student groups in three of the ten characteristics when categorized by G.P.A. into three achievement groups (high, medium, low).
4. A significant relationship existed between six of the ten characteristics of the professional model and the students' G.P.A.
5. A correlation of .41 accounted for only 17 percent of the variance between the variables.
6. Fifty-nine percent of the educators in this study believed that academic achievement predicts teaching potential fairly accurately.

7. There was no consistency between the relative importance ascribed to either personality characteristics and academic achievement by the professional sample G.P.A. or personality assessment in their admission policies.

Ruth Pestle (1964) investigated the effect of selected variables upon the communications balance between 7th and 8th grade girls and home economics teachers in eight schools. The variables were: rapport (teacher concern), discrepancy (disagreement between teacher and pupil ideas), importance of subject matter, and dependency of the pupil. It was hypothesized that pupils scoring high in discrepancy from the teacher in the area of subject matter of personal importance, who rate their teacher high in concern, and who are dependent will choose more activities that involve the teacher than pupils diametrically opposite.

Data collected showed that when dependency and importance factors were held constant there existed a positive relationship between pupil choice of teacher-involved hearing activities and student rating of teacher concern. When discrepancy was held constant a significant relation was also evidenced. When examined as separate forces, discrepancy, importance, and dependency did not have significant effect upon choice of activities. In general, as rapport and importance increased, and as rapport and dependency increased, then activity choices (communication with the teacher) rose.

Clothing and Textiles

A study was made by Justina Singh (1966) on Indian clothing habits. Of nine hypotheses formulated, the following seven concerning Indian women

were confirmed:

1. The modern educated Indian woman is adopting the modern style of draping the sari in place of various traditional costumes.
2. She will have a variety of garments in her wardrobe.
3. She will wear a greater variety of colors and fabrics than did her grandmother.
4. She does not have knowledge of many of the symbolic values attached to design.
5. She finds comfort, ease and appropriateness important.
6. She believes that the sari is extremely feminine.
7. Modern education and communication constitute a joint force in breaking down the Indian woman's traditional costume usage associated with region, religion, and jobs.

Boaz (1965) conducted a study on the significance of the development of creative ability as a major objective of education in relation to a democratic society as well as for individual students in the area of textiles and clothing. The study covered two main aspects:

1. The formulation of an operational definition of creative ability of students in the area of textiles and clothing
2. An examination of construct validity of three objective tests for the identification of the creative ability of the students in the area of textiles and clothing

Findings indicated the following six characteristics as signifying creativity: 1) aesthetic; 2) experimentive; 3) flexible; 4) verbal; 5) imaginative; and 6) original.

It was concluded that students with creative ability in the area of textiles and clothing may be identified by scores on a valid test.

A study by Boyle (1965) was conducted to investigate the termination of use of selected items of women's clothing and its relation to: 1) general attitudes on saving; 2) attitudes on saving specific clothing; 3) attitudes toward importance of certain factors in clothing use; and 4) pattern of consumer behavior in the use of selected items of women's clothing.

The hypotheses were not confirmed. Termination did not relate significantly (.05 level) to attitudes on saving, attitudes of importance of certain factors of clothing use, nor to pattern of behavior in the use of selected items of women's clothing. Variables which related (at the .10 level) were relations between intensity of use scores for each kind of garment and numbers of kinds of garments terminated in the study, and between the use of skirts and the percentage of terminated skirts retained. Demographic factors of income, education, and age also related (at the .10 level) to termination indicators.

Grindereng (1965) investigated, within a social class framework, the diffusion of fashion in women's suits. The study attempted to identify the women who are style leaders and those who are style followers, and furthermore, tried to compare these two groups on fashion interest, sources of fashion information, normative and fashion reference groups.

Traditionally, fashions are considered as originating among the social elite and discarded by each class (adopter group) once the styles have been adopted by those in a lower social class. Four large metropolitan suit departments were selected to represent distinct and graduated groupings. Fashion diffusion curves were plotted for basic silhouettes and distinctive design details for each of the departments. Each silhouette diffusion curve was then laid off into "adopter" categories. Women purchasers were asked to respond to a questionnaire.

Findings indicate the same silhouettes selling at all price levels, although fewer silhouettes and design details are available at the lowest price range. The data also show that the customers in the four departments vary significantly by occupation, income and education. If occupation, income and education are indicators of social class, then style discard, as a function of social class (higher class discards as lower class adopts), can be discredited. There is also some evidence that design details move between departments at a more rapid pace than do basic silhouettes and that they are discarded more quickly at all levels. Respondents from the two departments in the highest and lowest price ranges indicate a certain amount of similarity on variables other than fashion interest. In general, support was obtained for the hypothesis that greater similarities in fashion interest, sources of fashion information, normative and fashion reference groups are found among the members of an "adopter" category than among the respondents from any one of the four suit departments. The characteristics of the early adopters are similar to those indicated in other leadership studies and suggest that fashion leadership may be ramified throughout the social classes and not limited to an upper social stratum.

Consumer and Family Economics

A study was made by Fanslow (1966) through which an instrument, The College Environment Inventory for Women, was developed to measure undergraduate women students' perceptions of their college environments. The trial form of the inventory was administered to at least 30 senior women students enrolled in the home economics unit and to at least 30 senior women students enrolled in the humanities-science unit in each of 25 institutions.

Seven factors were derived that would indicate the individual difference among students in the perception of campus environment. They were General Attitudes Toward Home Economics, General Academic Climate, Status of Home Economics, Education for Home and Family Life, Personal Dress in Accordance with the "Home Economics" Concept, Faculty-Student Relationships, and Breadth of Interests.

Eight scales were developed that were indicative of institutional environmental differences. They were Noncomformity, Faculty-Engendered Motivation, Intrinsic Motivation for Study, Traditional Arts-Science Education, Social Responsibility, Involvement in Campus Activities, Freedom of Expression and Activities of Students, and Faculty-Student Relationships.

Four scales developed that were descriptive of the unit environmental differences and were titled Seminar Approach to Courses, Professional Involvement, Status of Home Economics, and Education for Home and Family Life. Two scales describing institution by unit interaction differences were Types of Learning and Excellence of Faculty.

An analysis was made by Hurley (1966) of selected variables thought to be relevant to the ways in which a sample of suburban families in Tallahassee, Florida, furnished and used their living rooms and the resultant satisfaction and dissatisfaction. It was found that five personal values relating to the living room, in descending order of importance, were: 1) comfort; 2) aesthetics; 3) convenience; 4) individuality; and 5) social prestige. More activities occurred in the living rooms of homemakers who placed little emphasis on aesthetics than in the living rooms of those who placed much emphasis on aesthetics; the older the children, the more families tended to use the living room to entertain guests. A relationship was found between socioeconomic status and the use of the living room by the family when guests were present; more of the high socioeconomic status group than of the low group had "living-entertaining" living rooms. No significant relationship was found between socioeconomic status and the following; 1) amount of living room furniture brought from the last house; 2) amount of furniture in the present living room; 3) comparative shopping for all living room furnishings; 4) which family members choose the living room furniture; and 5) extent of satisfaction with the living room. An inverse relationship was found to exist between the price of the house and the number of problems encountered in furnishing the living room; socioeconomic characteristics were related to the process of furnishing and the use of the living room more often than were family characteristics.

A study by Price (1964) represented the first stage in a project designed to seek a partial explanation for differences in the economic behavior of families, taking into account family interaction and behavior

other than that which is solely rational. The central derived hypothesis relates a fully-functioning family member to a rational pattern of family economic behavior. It is hypothesized that economic consumption theory will provide a relatively adequate explanation of family economic behavior when at least one family member is approaching a state of being fully-functioning, since the behavior is more apt to approach rationality. Where there is no such person in a family, small group theory will provide a more realistic explanation to family economic behavior. Empirical testing of the derived hypothesis will further enable significant variables affecting family economic behavior to be identified, and will provide some basis for an integrated theoretical explanation of such behavior.

Ugelow (1965) conducted a study of how a home economist can assemble resources and revise programs to improve the living standards of low-income families. In this project, homemaking classes were instituted for mothers who were recipients of public aid. Results of the project indicated the following:

1. The major problems of public aid recipients concerned money management, inadequate diets, and poor housekeeping standards.
2. Direct contact with the mothers showed that a great number had never had the opportunity to learn.
3. Mothers who attended the classes improved in varying degrees; all showed improvement in at least one area; although an evaluation of the program has not been developed, caseworkers have seen and reported many improvements in home and family life.

4. The curriculum for homemaking classes included menu planning, meal preparation, shopping for nutritious low-cost foods, and apportionment of the assistance grant to meet food, rent, utilities, and other essential expenses; in addition, good consumer buying practices were taught.
5. Once the home economist had gained the confidence of the mothers, she could lead them into a discussion of still other areas of family life, such as the importance of children's attending school and completing their education, financial independence, and participation in community and social activities.
6. Some of the mothers requested advanced classes and an advanced series was started.

Child Development

Bessie Jean Ruley (1966) conducted a study to describe and compare the child rearing beliefs, values, and practices of Papago Indian, Mexica[illegible]-American, and Caucasian mothers. It was found that differences were evident with respect to: 1) permissiveness-strictness; 2) general family adjustment; 3) warmth of mother-child relationship; 4) responsible child-training orientation; 5) aggressiveness and punitiveness; 6) education of mother; 7) age of mother; 8) number of children in family; 9) mother's attitude toward pregnancy; 10) mother's attitude toward ideal family size; 11) children's feeding problems; 12) duration of weaning; 13) age of beginning of weaning; and 14) sex of child.

Child-rearing differences were evident with respect to: 1) permissiveness for aggression among siblings; 2) permissiveness for aggression toward parents; 3) permissiveness for aggression toward other children; 4) mother's restrictions of child's physical mobility; 5) restrictions on the care of house and furnishings; 6)restrictions on child's television viewing; 7) strictness about child's bedtime; 8) strictness about noise; 9) warmth of mother-child relationship; 10) level of parent's demands for child to be aggressive toward other children in appropriate situations; 11) amount of aggression exhibited by child in the home; 12) mother's attitude toward pregnancy; 13) feeding problems; and 14) duration of weaning. Comparisons were also made regarding education of the mother and number of children.

Chung (1964) explored how the "twin situation" affects the social interaction of young children and how closely the intellectual, language, and physical development are related to the social interaction of twins. The following conclusions were reached:

1. White twins showed more solitary play than singletons: singletons were more affectional and aggressive than twins in their self-selected activity periods.
2. Both twins and singletons consistently increased in the number of affect-behaviors, contacts, and responses as they grew older.
3. At the age of three and a half, the differences between twins and singletons were statistically significant in affectional and solitary play behavior.
4. There was a significant positive relationship between

twins' intelligence and their affectional behavior, and a negative relationship between intelligence and solitary-play behavior.

Jacobs (1964) conducted a study to determine what children believe is the order in which they should place concern for parent, sibling, peer, and self on their value scale. An effort was made to determine whether or not this order or patterning of relative regard varies with age, with sex, and with ordinal position. The relational code which resulted from the analysis placed parent first, sibling next, and self last. Peer stood somewhere between sibling and self; its ascendance over sibling was significant only in the group of eleven-year-old boys, and over self only in the group of nine-year-old boys. The findings would suggest a primary line orientation and a movement toward collaterality with age.

Family Relations

A study was made by Samples (1966) to compare the social class status of a sample of college women students majoring in home economics with the socioeconomic evaluation of their expressed family attitudes and values. The result suggested the advisability of helping women college students to give consideration to what they valued in relation to family living while in college and to what their roles might be in their families in the future in view of social and economic changes in our society.

Cousins (1965) conducted a study to compare mothers of mentally retarded children who were active members of a parent association for

retarded children with mothers of mentally retarded children to whom such membership was not geographically available. Attitudes toward child-rearing practices and marital adjustment were considered with respect to the following: a) social class; b) educational level of the mother; c) age of the mentally retarded child; d) sex of the mentally retarded child; and e) presence of the mentally retarded child in the home or in residential institution.

It was found that mothers associated with an organization were significantly more positive in their attitudes toward child-rearing practices with respect to authority-control, but not with hostility rejection or democracy equalitarianism. It may be said generally that the organization mothers were significantly more positive in their child-rearing attitudes and in marital adjustment than nonorganization mothers in several categories, however, these effects are modified by the impact of specific variables.

A study was made to examine the relationship between housing satisfaction and marital adjustment (McQueen, 1964). Significant findings include the following:

1. A significant relationship exists between housing satisfaction and marital adjustment, when defined in terms of complaints, problems, or disagreements.
2. The correlation between disagreements and housing satisfaction was a positive and not a negative one.
3. Subjects reported a difference between the number of uses versus the frequency of uses per room.
4. Marital adjustment and marital problems were

independent of the number of uses and the frequency of uses per room.

5. Marital adjustment was independent of the density of housing as measured by the number of persons per dwelling.
6. Housing satisfactions were dependent upon length of marriage and amount of down-payment on the house.

Armstrong (1964) made an investigation of the home responsibilities of eighth grade girls and the girls' reported reactions to home responsibilities, in relation to the employment status of their mothers. Major conclusions were as follows:

1. Home responsibilities of eighth grade girls were numerous and extensive.
2. Home responsibilities included both management and skill types, but sibling care was not extensive.
3. Girls whose mothers were employed tend to have more numerous and more extensive home responsibilities than girls whose mothers were full time homemakers.
4. Girls whose mothers were employed full time enjoyed more self-direction in home responsibilities than did girls whose mothers were either full time homemakers or employed part time.
5. Family composition, ethnic background, and social positions were among the factors, other than the

employment status of mothers, that were related to the home responsibilities of girls.

6. Implications for parents, teachers, and youth workers are suggested by the investigator from these findings.

Food and Nutrition

Mirenda (1966) made a study of the dietary habits of young adolescents in the Northeastern states. The specific objectives were to test the nutrition knowledge of seventh and eighth grade students, to study their dietary intake patterns, to evaluate the adequacy of their food intake, and to make recommendations for nutrition education. Findings yielded implications for further study. Data revealed a lack of awareness on the part of the young adolescents of basic nutrition and health information. Almost as many diets were rated as "poor" as were rated "adequate" and "fair" combined. Sex and age differences in dietary intake and adequacy were noted. The diets of the eighth grade students surpassed the diets of all other groups of students both qualitatively and quantitatively. None of the 285 children recognized that all twenty of the food beliefs presented were fallacies though this was the case. There were indications that this may have resulted from family beliefs concerning food. Unfortunately, many of these young adolescents seem to have adopted the less than favorable food habits practiced by older American teen-agers. Yet many of these junior high school girls and boys perceived the cause and nature of their poor food habits and suggested corrective measures to be taken.

A study was made of the history of adult education in nutrition (Moore, 1965). Three great networks of American organizations have

shared the major responsibility. There are the Federal and State Cooperative Extension Services, the public health organization at Federal, State and local levels, and the National Red Cross. The United States Department of Agriculture has been particularly active. Trends in content and methods of nutrition education programs for adults can be divided into three groups: 1) trends brought about through the level of scientific knowledge; 2) trends brought about by changes in physical structures and facilities; and 3) trends caused by contemporary values, beliefs, and social conditions.

An investigation was made to determine the effect upon learning if different question arrangements are used with a linear program. A 144 frame linear program about standard food measuring equipment was written for seventh grade girls (Finn, 1965). It was noted that IQ was an important factor in determining test scores; the form of program had little effect on the amount of time taken to complete the program; neither form nor IQ had any noticeable effect on attitude; test score was highly correlated with IQ and with retention test score; an IQ score was positively correlated with criterion test score and retention test score, and negatively correlated with number of errors on the program.

A study was made with the threefold purpose of investigating the following: 1) the emphasis placed on seven areas of food service information in high school vocational courses; 2) the avilability of texts and references for teaching food service courses at this level; and 3) the acceptance by graduates of high school food service courses in the food industry (Kupsinel, 1964).

Major findings indicated:

1. Fifty-four replies were received from the program directors of the 88 schools listed as offering high school food services courses. The typical program consisted of one food service course to a school, with one instructor responsible for laboratory and nonlaboratory instruction.
2. The most commonly used titles in the 63 courses analyzed in detail were "Commercial Food Trader" or "Commercial Food Service." The instructors reported the use of more than 50 different texts, manuals, and duplicating materials.
3. The 33 responding employers managed a large variety of food establishments and supervised from seven to 13,000 employees. The proportion of their employees with high school training was small.
4. The 48 trainees reported that they considered their training as an asset in obtaining and keeping their jobs.

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